



Model Lesson Plan

Social Studies

TOPIC 1 - FACTORS CAUSING CONFLICT AND COOPERATION HIGH SCHOOL

Stage 1 - Desired Results

Established Goals:

- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations, including tribal nations (e.g., discrimination, biases). (SS 2:B6; GLE 9-12:2.1)
- Identify the origination of stereotypes, and connect these to conflict/cooperation within and among groups and nations. (SS 2:B6; GLE 9-12:2.2)
- Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, including American Indians. (SS 6:B5; GLE 9-12:6.2)
- Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas. (SS 1:B2; GLE 9-12:1.2)

Understandings:

- Beliefs change, one person at a time; the process begins when the learner actively seeks to change his/her perceptions. Being aware of a discriminatory practice, bias, and/or stereotype is basic to changing your perception and point of view.
- Discrimination, stereotypes and biases originate from misinformation, misperceptions, omission and the distortion of information and ideas.
- Understanding the origin of discrimination, biases, and stereotypes is essential in your comprehension of what causes conflict, and the information you need to counter the specific bias.
- Discrimination, stereotyping, and biases end when people learn the origin of the misinformation/distortion, and actively participate to prevent it from continuing.

Essential Questions:

- What are some of the stereotypes and biases regarding American Indians in general?
- How have American Indians been discriminated against in past? Does this still occur? If so, what types of discrimination of currently occur?
- What conflicts have resulted from cultural assimilation and cultural preservation?
- Have stereotypes and biases occurred among tribes? If so, which of these are still currently occurring?
- What types of information and idea distortion affect your world today (Indian mascots)

Students will know...

- Discrimination, stereotypes and biases originate from misinformation, misperceptions, and distortion of information.
- Understanding the origin of discrimination, biases, and stereotypes is essential in your comprehension of what causes conflict, and the information you need to counter the specific bias.
- Beliefs change, one person at a time; the process begins when the learner actively seeks to change his/her perceptions. Being aware of a discriminatory practice, bias, and/or stereotype is basic to changing your perception.
- Discrimination, stereotyping, and biases end when people learn the origin of the distortion or misinformation, and actively participate to prevent it from continuing.

Students will be able to...

- Utilize classroom social skills and protocols as the class discusses misperceptions, acts of discrimination, stereotypes and biases; the teacher should discuss the conduct expected before discussions begin, and remind students as needed about the hurtfulness that results from intended and unintended remarks made.
- Know the definitions of stereotypes, bias, discrimination, tolerance and use correct information in discussions.
- Define and discuss Review Terminology as needed.
- State instances of conflicts, issues specifically linked to continued discrimination, stereotyping, and biases.
- Apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information and ideas pertaining to mascots.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student knows the criteria to evaluate information for origin, authority, accuracy, bias, and distortion of information and ideas, and can apply the criteria when evaluating nonfiction and fiction.
- Each student will write an essay discussing the mascots and their impact on American society.



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Stage 3 - Learning Plan

Learning Activities:

TEACHER NOTES

This lesson will several class periods, as it incorporates major building blocks of knowledge. Students will research the mascot issue and give examples of how stereotypes, biases and misinformation are perpetuated by the use of American Indians as sports mascots.

- Download teaching materials from the websites listed below.
- Use lessons 6 and 7 from the *Building Bridges* curriculum to introduce the topic.
- Building Bridges Curriculum from the Peace Corps - <http://www.peacecorps.gov/www/publications/bridges/index.cfm>
- Use the OPI mascot model lesson plan for guidance in teaching the lessons. www.opi.mt.gov/indianed/teachers/

Instructions

1. Complete lessons 6 and 7 from the Building Bridges curriculum. This should take one class period.
2. Complete the Mascots Discussion Model Curriculum. Refer to the Teaching Tolerance website for additional materials. This should take 2-3 class periods.
3. Final essay about the mascot issue.

Materials:

- Worksheet #3: Americans
- Worksheet #4: Explanatory Notes for "Americans"

Instructions

1. Ask students: What are some things about our lives that you value? How do these important things shape your behavior? Then explain that people behave as they do because of the things they believe in or value. On the chalkboard, write the following values that some people from other cultures have noticed are common to many Americans:

- Informality (being casual and down-to-earth)
 - Self-reliance (not looking to others to solve your problems)
 - Efficiency (getting things done quickly and on time)
 - Social equality (treating everyone the same)
 - Assertiveness (saying what's on your mind)
 - Optimism (believing that the best will always happen)
2. Explain that not everyone in the world shares these values. Ask students whether they think every person in America shares these values. Does everyone in the classroom share these values?
 3. After a brief discussion, tell the students that they will read about behaviors that others have noticed about Americans. In some sense, these behaviors are examples of stereotypes that others harbor about Americans. Provide each student with a copy of Worksheet #3, Americans. Explain that each of the seven statements may be true for all Americans, for some Americans, or for no Americans. It is the students' job to decide whether each statement is fully accurate, partially accurate, or false.
 4. Have students work in pairs to complete Part 1 of Worksheet #3 in writing.
 5. Ask students to complete Part 2 of Worksheet #3. Then have students share their responses to Part 2 in small groups.
 6. Lead a class discussion. Explain that the students may not like or agree with some of the stereotypes others have of Americans, but they should at least be aware they exist. For an explanation of each of the seven statements, you may want to provide students with Worksheet #4, which presents the reasons that some cultural anthropologists give as to why Americans may come across to others the way they do. person and culture to culture.



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Lesson 6: Americans (Part 1)

Understandings:

- To understand another culture, you first have to understand your own.
- Beliefs vary from person to person and culture to culture. Essential Que

Essential Questions:

- How does it feel when others see you as different—or as an outsider?
- How do your beliefs, values, and cultural upbringing influence the way you behave?
- How can you avoid cultural stereotyping?

Students will know...

Students will be able to...

- Students will be able to explain how people from other cultures may view Americans as a group as being different from themselves.
- Students will be able to explain why understanding their own culture can help them better understand another culture.

Learning Plan

Materials:

- Worksheet #3: Americans
- Worksheet #4: Explanatory Notes for “Americans”
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Instructions

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2. Explain that not everyone in the world shares these values. Ask students whether they think every person in America shares these values. Does everyone in the classroom share these values?
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6. Lead a class discussion. Explain that the students may not like or agree with some of the stereotypes others have of Americans, but they should at least be aware they exist. For an explanation of each of the seven statements, you may want to provide students with Worksheet #4, which presents the reasons that some cultural anthropologists give as to why Americans may come across to others the way they do. person and culture to culture.

Quote for Thought

Coming from brash America, we have to look hard to pick out the subtle feedback we don’t even realize we’re being given. —Returned Peace Corps Volunteer, Fiji Islands



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Lesson 6: Americans (Part 2)

1. Explain that Worksheet #4 provides explanations that some scholars have given for why Americans often behave and think the way they do. No statement in this lesson is true of all Americans. Within every culture there are wide variations of behavior simply because there are so many factors—in addition to culture—that can cause an individual to behave in a certain way: age, gender, personality, experience.
2. It's important to remember that no one American is quite like any other American, but core values and beliefs do underlie and permeate the national culture. These values and beliefs don't apply across the board in every situation, and Americans may, on occasion, even act in ways that directly contradict them. But they are still at the heart of cultural beliefs of many people in the United States.
3. Explain that if the statements about "Americans" were actually meant to apply to all Americans, this would be an example of cultural stereotyping.

Understandings:

Students will know...

Essential Questions:

- How would you feel if someone from another country had stereotypes about you before the person even knew you?

Students will be able to...

Taking Action

1. Have students in your class teach or tutor younger children who are from a different culture—including language skills, math, reading, or craft work. Tutoring non-English-speaking students in English is always helpful and a great way for your students to serve others while building self-esteem.
2. Encourage students to interview local immigrants about aspects of American culture that the immigrants have felt to be different, strange, or tough to adjust to while living in the United States. Ask students to include any concepts from this booklet that have played a role in the immigrants' lives. Have the students present their findings to the class. Then have them develop a plan for helping the immigrants they interviewed become more comfortable in the United States. The report could also be prepared for online or print distribution, with sensitivity to protecting the privacy of the interviewees. (You may wish to consult *Insights from the Field*, pages 127–129, for a step-by-step guide for students who want to undertake this project. Insights can be downloaded free from the World Wise Schools website at www.peacecorps.gov/wws/guides/insights.)

Quote for Thought

It's just not in their culture to tell or even suggest what they think you should do. Even when you are asking for advice, I don't think they feel comfortable giving it. The direct American style is often taken as impolite.

—Returned Peace Corps Volunteer, Papua New Guinea

Lesson 7: Generalizations: How Accurate Are They?

Established Goal:

Introduce students to the concept of generalization as it applies to cultural stereotyping.

The goal is to have students challenge generalizations made about people, insist on knowing the evidence that supports these, and be willing to modify their own generalizations when confronted by evidence showing them to be false. It is important for students to understand that almost all generalizations, particularly those about people and other cultures, need to be qualified. The lesson also asks students to practice using qualifying language. You may want to relate this lesson to Lesson 6, on making generalizations about Americans.

Understandings:

- Cultural stereotyping results from misperceptions, misinformation, distortion of information and ideas
- Generalizations should not be made without being substantiated by evidence.
- Generalizations usually need to be qualified.

Essential Questions:

- What do we gain from qualifying a generalization? Why bother doing it?
- What are some ways we can avoid stereotyping other people who are different from us?



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Students will be able to...

Learn to recognize and modify generalizations.

Learning Plan

Materials:

- Worksheet #5: How Accurate Are They? (for every two students)
 - Pencils and paper
1. Explain the meaning of “general” and “specific” using objects in the room or pictures to illustrate your point (e.g., “This horse is black” versus “All horses are black”).
 2. Write this statement on the board: “Snakes are harmful.” Ask students to write at the top of a sheet of paper whether they agree or disagree with the statement. Then read each of the following questions aloud. Have students number 1 through 7, then write “yes” or “no” in response to each question.
 1. Are all snakes harmful?
 2. Are most snakes harmful?
 3. Are many snakes harmful?
 4. Are some snakes harmful?
 5. Are a few snakes harmful?
 6. Do you know about all snakes?
 7. Is the statement “Snakes are harmful” true?
 3. As a class, address the following questions:
 - How many students agreed with the statement on the board at first? How many students answered no to the seventh question? If you changed your mind, what made you do so?
 - What words can you add to the statement “Snakes are harmful” to make it more accurate (e.g., some snakes, many snakes, a few snakes in Asia, many snakes in Australia)?
 - What can you add to the statement to show that you don’t have a lot of factual information about snakes (e.g., as far as I know, I’m not sure, in my experience)?
 4. Have students work in small groups to evaluate the accuracy of the generalizations listed on Worksheet #5. Encourage them to discuss

Debriefing

Use the following questions to guide a brainstorming session to help students recognize generalizations and begin using qualifying language.

1. Have you ever heard anyone use a generalization to describe you or another person? How does it feel when someone does that?
2. What happened when we used a generalization to describe snakes? Was the statement accurate? What happened when we used qualifiers to describe snakes? When you filled out the worksheet, which statements were more difficult to evaluate—the statements about things or the statements about people?
3. What are some ways we could complete the following sentences?
 - We should try not to use generalizations because _____.
 - It is important to use qualified statements because _____.
4. What can you do if you hear someone using generalizations to describe a person or a group of people? (Help students articulate some nonconfrontational ways to respond to generalized descriptions.)
5. How can being alert to generalizations help us avoid stereotyping individuals from other cultures—or individuals different from ourselves?

Taking Action

Invite students to challenge generalizations in their daily lives. Ask the students to think about generalizations and stereotypes they might use sometimes in casual conversations with friends. List some words that often appear in students’ casual conversations that can be hurtful to others. Ask students to substitute more accurate and qualified statements for these words. Challenge the students to model culturally sensitive behavior for their friends and family. Ask them to observe how many of their friends and families modify their word choices.